



Statewide Indicators of the Educational System

Partner Dialogues
Late September / Early October, 2016



RCW 28A.150.550

Statewide Indicators of the Educational System

- (3) The state board of education, with assistance from...shall establish a process for **identifying realistic but challenging system-wide performance goals** and measurements...for each of the indicators.
- (5)(a) The state board of education, with assistance from...shall submit a **report on the status of each indicator** in subsection (1) of this section and recommend revised performance goals and measurements, if necessary, by December 1st of each even-numbered year..
- (5)(b) If the educational system is not on target to meet the performance goals on any individual indicator, the report must **recommend evidence-based reforms** intended to improve student achievement in that area.
- (5)(c) To the extent data is available, the performance goals for each indicator must be compared with national data in order to identify whether Washington student achievement results are within the **top ten percent nationally or are comparable to results in peer states** with similar characteristics as Washington. If comparison data show that Washington students are falling behind national peers on any indicator, the report must **recommend evidence-based reforms** targeted at addressing the indicator in question.



Status of Indicators



What Are the Indicators of the Ed System?

ESSB 5491 Indicator	Data Sources
<p><u>Kindergarten Readiness:</u> Percentage of students who demonstrate the characteristics of entering kindergarteners in all 6 domains of the Washington Kindergarten Inventory of Developing Skills (WaKIDS).</p>	<p>WaKIDS data from the Washington Report Card. National and peer state comparison data from the American Community Survey.</p>
<p><u>4th Grade Reading:</u> Percentage of students Meeting or Exceeding standard on the 4th Grade statewide reading assessment.</p>	<p>Smarter Balanced Assessment results from the Washington Report Card. National and peer state comparison data from the 2015 NAEP.</p>
<p><u>8th Grade Math:</u> Percentage of students Meeting or Exceeding standard on the 8th Grade statewide mathematics assessment.</p>	<p>Smarter Balanced Assessment results from the Washington Report Card. National and peer state comparison data from the 2015 NAEP.</p>
<p><u>High School Graduation:</u> The percentage of students graduating using the On-Time (4-Year) adjusted cohort graduation rate (ACGR).</p>	<p>Graduation rate data from the Washington Report Card. National and peer state comparison data from the 2015 Digest of Educational Statistics from the National Center for Educational Statistics.</p>
<p><u>Quality of High School Diploma:</u> Percentage of students (high school graduates) enrolled in precollege or remedial courses in public post-secondary institutions.</p>	<p>Data file provided by the Washington Educational Research and Data Center. National and peer state comparison data from a 2012 report titled <i>Remediation: Higher Education's Bridge to Nowhere</i> by Complete College America.</p>
<p><u>Post-Secondary Attainment and Workforce:</u> Percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2nd and 4th quarters after graduation.</p>	<p>Data file provided by the Washington Educational Research and Data Center and a separate analysis conducted by the Educational Research and Data Center. National and peer state comparison have not yet been integrated into this analysis.</p>



Most Recent Indicator Measurements

Indicator	Most Recent Year	Measure (%)	Target (%)	Meeting Targets?	Improving?
Kindergarten Readiness	2015-16	44.2	51.8	NO	YES
4 th Grade Reading	2015-16	57.0	(Reset in 2015-16)	New Baseline	YES
8 th Grade Math	2015-16	55.4	(Reset in 2015-16)	New Baseline	YES
High School Graduation	2014-15	78.1	81.9	NO	YES
Quality of High School Diploma	2012-13	73.3	75.5	TBD	YES
Post-Secondary Attainment and Workforce*	2014	42	TBD	TBD	TBD

*Note: The Post-Secondary Attainment measure examines the graduating class of 2006 eight years later to measure the rate of attainment. TBD = To Be Determined.
Cells highlighted in purple identify indicators not meeting the annual statewide target.



How much progress had been made?

Student Group	Kindergarten Readiness		4th Grade Reading		8th Grade Math		High School Graduation		Quality of High School Diploma	
	Annual Step*		Annual Step*		Annual Step*		Annual Step*		Annual Step*	
	Act	Req	Act	Req	Act	Req	Act	Req	Act	Req
All Students	4.7	4.4	2.4	3.2	1.4	3.2	0.8	1.7	0.5	1.9
Black / African American	1.9	4.4	2.3	4.5	0.3	4.7	1.0	2.3	1.4	2.6
Amer. Indian / Alaskan	0.8	4.9	3.4	5.1	1.8	5.2	2.7	2.9	3.9	2.6
Asian	8.3	4.2	2.3	1.9	1.8	1.7	1.2	1.1	0.7	1.5
Hispanic / Latino	6.0	5.2	2.7	4.5	2.3	4.5	2.3	2.4	1.3	3.2
Pacific Isl. / Native Hawaiian	3.7	5.0	1.4	4.6	1.8	4.6	2.4	2.5	-4.4	2.4
White	2.0	3.7	2.4	2.6	1.6	2.7	0.4	1.4	0.8	1.7
Two or More	2.9	3.9	2.4	3.1	1.2	3.2	2.4	1.7	-1.2	1.9
Students with a Disability	2.4	5.9	0.6	5.4	0.3	5.3	2.2	3.0	2.0	4.0
Limited English	6.8	5.5	3.2	5.8	1.7	5.5	2.1	3.3	0.9	4.6
Low-Income	3.1	4.9	2.3	4.4	8.7	4.7	1.6	2.3	0.3	2.9

*Notes: All values in the table represent the actual (Act) percentage point increase in the most recent year from the prior year and the required (Req) annual step increase in percentage points to meet attainment targets. The results for the Post-Secondary Attainment and Workforce indicator are not shown, as only one year of results have been supplied and reported by the Washington ERDC.

Cells highlighted in green show where the increased performance of a student group met or exceeded the annual required target. Cells shaded in light gray show where a group's performance increased but not enough to meet the annual target. So for most student groups and for most of the indicators, the performance is increasing but not enough to meet the annual targets. Cells highlighted in purple show where performance declined.



Status of Statewide Indicators

Indicator	On Track to Meet Gap Reduction Targets?	Ranked in the Top 10 Percent Nationally	Comparable to Peer States
Kindergarten Readiness ⁺	NO	20 th Percentile Nationally	9 th Best of Peer States
4 th Grade Reading*	Targets Reset in 2016 Next Analysis 2017	72 nd Percentile Nationally	5 th Best of Peer States
8 th Grade Math*	Targets Reset in 2016 Next Analysis 2017	76 th Percentile Nationally	5 th Best of Peer States
High School Graduation**	NO	24 th Percentile Nationally	8 th Best of Peer States
Quality of High School Diploma	Data Pending	Among the Highest Ranked Nationally	3 rd Best of Peer States
Post-Secondary Attainment and Workforce	Data Pending	TBD	TBD

Cells highlighted in purple identify the underperforming indicators while the cells highlighted in green indicate analyses where Washington is meeting targets.

⁺ Note: National and peer state comparison data from the American Community Survey

*Note: National and peer state comparison data from the 2015 National Assessment of Educational Progress (NAEP)

**Note: National and peer state comparison data from the Digest of Educational Statistics compiled and developed by the National Center for Educational Statistics.

TBD = To Be Determined



2016 Work Plan

- January to August – Updates and presentations to the SBE
 - Latest graduation and assessment results
 - Deeper disaggregation of Asian, Native American, and Pacific Islander/Native Hawaiian student groups
 - Reset targets for three indicators
 - Opportunity to Learn Index (state-level)
- August – Seek partner agency collaborators for the *Pave the Way* Conference
- September – Finalize data files and analyze data
- Late Sept/early Oct – Dialogue with partner agencies re their input
- October
 - SBE sends draft report outline to all partners for feedback
 - Partners provide feedback on recommended reforms
- November
 - Panel discussion at 11/19 SBE meeting (Vancouver)
 - Finalize report
- December – submit final report to Education Committees
- December onward – use report to _____



Questions for input and dialogue:

- How would your organization like to be involved in the report's development?
- How would your organization like to be involved in the report's utilization (i.e., messaging)?



Discussion: Previous SBE Meeting

(for historical context; a different structure is possible this year)

- On 11/13/14 (SBE meeting) one hour and 45 minutes was devoted to this discussion.
- Representatives from peer agencies formed a panel: OSPI, WTECB, WSAC (required partners), as well as DEL, PESB, and SBCTC (absent required partner – EOGOAC).
- Each panelist shared his/her thoughts based loosely on the report outline and questions sent in advance (approximately ½ hour).
- Majority of the time was spent in a conversation facilitated by the SBE Chair.
- How might this structure be changed to result in a more fruitful discussion for the partner agencies and the SBE?
- Other suggestions for this November SBE agenda topic?



Potential Questions for Partners

(to consider for Nov SBE meeting panel discussion)

- 1) What are your thoughts on the major reform areas recommended in the draft report/outline in terms of their likely efficacy for improving the overall health of our public education system?
- 2) How do the major recommendations in the draft report/outline align with your current priorities for our public education system?
- 3) How can your agency/organization and the SBE collaborate over the next year to pursue support for K-12 system reforms (policy, practice), including investments?
- 4) Other question?
- 5) Other question?



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